

Accessibility Plan

Campton Academy



Approved by:	Sarah Fraher
Signed:	
Date approved:	March 2022
Next review due by:	March 2025

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. The current Plan will be appended to this document.

The purpose of the plan is to:

- Increase the extent to which pupils can participate in the school curriculum;
- Improve the physical environment of school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improve the availability of accessible information to disabled pupils, staff and visitors;
- Demonstrate how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We believe that our key duties are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To increase access to the curriculum for pupils with a disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To improve and maintain access to the physical environment of the school
- To improve the delivery of written information to pupils, staff, parents and visitors with disabilities

The plan will be made available online on the school website, and paper copies are available upon request.

Campton Academy is committed to ensuring equal treatment of all of its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

The school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

2.1 This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

2.3 Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 Linked policies

3.1 The accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Equal opportunities Policy
- Supporting Pupils with Medical Needs Policy
- Teaching and Learning Policy
- 4. Reviewing/Monitoring

4.1 The Action Plan will be reviewed annually and monitored through the Resource Committee of the Governors.

4.2 The plan will be revised every three years

Appendix 1 - Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Campton offers a carefully differentiated curriculum for all pupils which considers individual pupil needs. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Appropriate targets are set for pupils with disabilities. These are reviewed at least termly • The curriculum is reviewed to ensure it meets the needs of all pupils • Adaptions made to enable pupil's with disabilities to fully access curriculum 	<ul style="list-style-type: none"> • To increase awareness of people with disabilities 	<ul style="list-style-type: none"> • Books and learning resources to be purchased <p>Specific lessons to be included in PSHE schemes of work and during assemblies</p>	<p>SF</p> <p>Class teachers</p>	<p>September 2023</p> <p>July 2022</p>	<ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities <p>Curriculum includes specific teaching about disabilities including 'hidden' disabilities</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled toilet with changing facilities • Library shelves at wheelchair-accessible height • Uneven surfaces clearly marked 	To ensure access to the physical environment is available to all	Disabled toilet has been created in Year 1 toilet block	SF	September 2021	<p>New toilet is in place.</p> <p>Disabled pupil can be changed discretely</p> <p>Disabled visitors have access to suitable facilities.</p>
Improve the delivery of information to pupils with a disability	<p>Campton uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Carefully selected resources to support pupils with dyslexia 	To increase our range of communication methods as needed	<p>Depending on pupils needs, access to braille, sign language or other methods will be introduced</p> <p>Parents reminded annually of the option of receiving information in an alternative format</p>	SF	Ongoing	Resources and methods will be purchased/ learnt and adopted by all staff